ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED002071	NA	NA

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S):
New York City Public Schools

5. TITLE OF DOCUMENT ABSTRACTED:
Ethnic Distribution of Pupils in the Public Schools of New York City

6. PUBLICATION TITLE:
NA

7. EDITOR(S):
NA

8. PLACE OF ORIGIN
New York City Public Schools
ORG. Central Zoning Unit
ST. 110 Livingston Street
CITY, STATE Brooklyn, New York
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE New York City Public Schools, Central Zoning Unit, 110 Livingston St., Brooklyn, New York

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
NA	NA	Mar/65	17

MICROFILM COPY AVAILABLE
YES ☒ NO ☐

COPYRIGHT GRANTED
YES ☐ NO ☒

COPYRIGHT RELEASE FILED
YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
report

16. INDEXING TERMS (6-12)

urban schools	school zoning			
ethnic groups	student transfers			
pupil distribution	open enrollment			
school integration	bussing			

17. ABSTRACT (MAX. 250 WORDS)

The Statistical Guide for New York City shows that, between 1950 and 1960, there was a net loss of whites who moved out of the city, and a net gain of nonwhites and Puerto Ricans who moved into the city. This change in ethnic composition has continued into the 1960's and has been increasingly reflected in the ethnic character of the child population attending public schools.

Despite a shifting population within the city and migration to points outside the city, the number and percentage of integrated schools and the pupils in these schools have increased. The increase is largely attributed to several programs of the board of education for implementing its integration policy. These include open enrollmemt policy, free choice transfer programs, careful site selection for new schools, and rezoning of existing schools.

While integrated schools have increased in number, schools of predominantly Negro and/or Puerto Rican students have also increased. The development of housing projects for large families in ghetto areas has substantially contributed to this increase. The number of predominantly white schools has decreased during this same period. The fact that New York City parents have the option of choice among public, private, and parochial schools, and because the private and parochial schools are overwhelmingly white, the large fraction of Negroes and Puerto Ricans in public schools far exceeds their actual representation in the city at large.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION

20. DIVISION OR DEPT.

21. CONTRACT NO.

PROJECT NO.

22. TOTAL COST OF PROJECT

23. DURATION OR PROJECT

U.S. Department of Health, Education, and Welfare
Office of Education

ERIC Form 1

ED002071

New York City Public Schools
Central Zoning Unit
110 Livingston St.
Brooklyn 1, N. Y.

March 24, 1965

ETHNIC DISTRIBUTION OF PUPILS IN THE PUBLIC SCHOOLS OF NEW YORK CITY

I Ethnic Changes in the New York City Population

The Statistical Guide for New York City, Department of Commerce and Industrial Development, 1963, shows that between 1950 and 1960, there was a net loss to the city of 1,238,738 whites who moved out of the city, and a net gain of 172,501 non-whites and 209,261 Puerto Ricans who moved into the city. However, since during this period there was an excess of births over deaths for all groups, the total white population decreased by 836,807 or 12.9%, while the non-white and Puerto Rican population increased by 726,834 or 72.5% (see Table I).

This change in ethnic composition of the city has continued into the 1960's, and has been increasingly reflected in the ethnic character of the child population.

II Ethnic Change in Total School Population

The decrease in the number of White pupils in the New York City Public Schools and the increase in the number of Negro and Puerto Rican pupils reflects the trend in the ethnic composition of the entire population of New York City.

The number of White pupils, or "Others", has decreased from 1958-59 (the first year for which these statistics are available) to 1964-65 by 87,051 -- from 654,806 in 1958-59 to 567,755 in 1964-65 -- from 66.8% of total public school enrollment to 54.5%.

Office of Education-EEOP
Research and Materials Branch
Bennett O. Stalvey

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

In the period from 1958-59 to 1964-65, the number of Negro and Puerto Rican pupils in all public schools has increased by 154,807, from 322,059 in 1958-59 to 476,866 in 1964-65. In percentage, the increase is from 33.2% of the total public school enrollment in 1958-59 to 45.5% in 1964-65. (see Table II)

III Changes in Pupil Population in Mid-Range (Integrated) Schools

X schools --	those that are predominantly Negro and/ or Puerto Rican in enrollment: Elementary schools, 90% or more; junior and senior high schools, 85% or more.
Y schools --	those that are predominantly white in enrollment: Elementary schools, 90% or more; junior and senior high schools, 85% or more.
Mid-Range schools --	schools with ethnic distribution between the two extremes. These are schools that are better integrated.

The number and percentage of Mid-Range (integrated) schools and of pupils in these schools have increased despite a shifting population within the City and to points outside the City.

A. The number and percentage of Mid-Range (integrated) schools have increased.

In 1960-61, the first year for which statistics of this kind are available, 337 of 782 regular elementary, junior and senior high schools were Mid-Range in ethnic composition. This year, 1964-65, 387 of 811 regular schools are Mid-Range. This represents an increase of 50 schools that are better integrated. Mid-Range schools have increased in percentage from 43.1% to 47.7% of all schools. (see Table III)

B. The number and percentage of pupils in Mid-Range (integrated) schools have also increased.

In 1960-61 there were 417,308 pupils in the Mid-Range or integrated schools. This year, 1964-65, there are 489,386 pupils in these schools. The increase in the number of pupils in Mid-Range schools since 1960 is 72,079

The percentage of pupils in integrated schools has risen in the same period from 42.5% to 47.3% (see Table IV).

C. The increase in the number of pupils in Mid-Range (integrated) schools and in the number of Mid-Range schools is in the main the result of several of the Board of Education's programs for implementing its integration policy, such as: Open Enrollment and Free Choice Transfer programs on elementary, junior high and senior high school levels; relief of overcrowding by transferring pupils with their parents' consent to underutilized schools; selection of sites for schools in fringe areas and rezoning of existing schools; and programs begun last year including school pairings, transfer of ninth-grade pupils from 10 junior high schools classified as "X" to the ninth grade in better integrated high schools, the alternate assignment program in connection with transfer of pupils in 30 elementary schools to the sixth-grade in junior high schools, and changes in junior high school feeder patterns.

D. Reflecting the increase in minority group population in the city and its concentration in certain geographical areas, the number of "X" schools (predominantly Negro and/or Puerto Rican) has increased from 118 in 1960-61 to 187 in 1964-65. The number of "Y" schools (predominantly white) has decreased from 327 to 237 in the same period. Practically all of the 90 schools that have gone out of the "Y" category became Mid-Range schools affording all pupils in these schools opportunities for quality integrated education.
(see Table III)

For the same reasons, the number of Negro and Puerto Rican pupils in "X" schools is also increasing. There are 23,873 more Negro and Puerto Rican pupils in "X" schools this year, 1964-65, than there were last year, 1963-64. (see Table IV)

E. The increase in the number of "X" schools and pupils in those schools may be attributed in substantial measure to the development of housing projects in ghetto areas with large numbers of families. Moreover the hardening and extension of patterns of minority group concentration is evident in all boroughs. In Brooklyn, for example, there used to be many areas of Negro-Puerto Rican concentration separated from each other by areas of white population. This pattern, which is still characteristic of a large part of the Borough of Queens, no longer exists in Brooklyn. There, the areas of minority group concentration have tended to merge and to form an almost continuous geographical extension. This huge area is separated from the areas of white population concentration by a kind of ethnic frontier which is real although constantly shifting.

The net result of this process has been a gradual reduction in the number of "fringe" areas. This development, while most marked in Brooklyn, has also been apparent in the Bronx and in Manhattan, and to a lesser degree in Queens. Quite obviously, the fewer the fringe areas, the greater will be the difficulties of securing an integrated student enrollment in the schools.

The Allen Committee Report points out another significant factor:

"Residential segregation and a rapid thinning of whites is further compounded by the fact that New York City parents have the option of choice among public, private and parochial schools. Because the latter

are overwhelmingly white in composition, and because the number of these schools has grown substantially since 1950, the overall fraction of Negroes and Puerto Ricans in the public schools far exceeds their representation in the city population at large."

IV Proposals in the Blueprint for Further Action Toward Quality Integrated Education, if adopted, should improve ethnic distribution of pupils for 1965-66, and further improvements will be made as indicated in the Timetable included in the Blueprint. Acceleration of the school building program will make possible more rapid progress in improving school integration. The achievement of this very desirable goal will require the provision of additional City, State and federal funds.

A. The overwhelming majority of the 17,600 pupils going to the ninth grade of a high school would be in a better integrated situation in the high schools than they would be in the junior high schools. Of this number, more than 6,000 pupils from junior high schools with large proportions of minority group population will be given virtually free choice of high schools under the Open Zoning Plan. (see Tables V, VI and VII)

B. The pupils of at least two "X" junior high schools with approximately 2,500 pupils will be assigned to other, well-integrated junior high schools.

C. It is probable that between 1,500 and 2,000 of the 5,000 pupils now in grade five of "X" elementary schools who would be transferred to "X" junior high schools under proposals in the Blueprint, will take the alternate choice of going into better integrated elementary schools. Last year, when contract bus service was not given, approximately 28% of the sixth year pupils being transferred selected integrated elementary schools further from home. The proposal for September, 1965 include the provision of contract bus service; it is likely,

therefore, that the percentage will be higher.

D. Other present fifth-graders who will be transferred to the sixth grade in junior high schools other than "X" schools, will be moving into a better integrated situation, because junior high schools cover a wider geographic area.

E. The establishment of Woodrow Wilson High School as a comprehensive high school will lead to improved integration in this school.

F. The changed procedures for admitting pupils to the special examination academic high schools may be expected to lead to improved integration in these schools.

G. The new procedures giving to field superintendents and associate superintendents the right to make intra-district and inter-district transfers of pupils to relieve overcrowding will lead in most cases to improved integration.

H. Schools added to the More Effective Schools program have been selected mainly with a view to maintaining or improving an integrated situation. In addition, some of the More Effective Schools will serve as receiving schools for pupils from schools with a preponderance of white children, thus further improving integration.

I. Improvements in the Free Choice Transfer program will lead this year to greater integration by this device.

J. It must be remembered that both majority and minority group children are affected positively by changes leading to improved integration. When five minority group pupils are added to a group of twenty-five white pupils, all thirty have benefited from the better integrated situation.

Table 1

POPULATION CHANGES

NET MIGRATION BY RACE AND ETHNIC GROUP
NEW YORK CITY AND BOROUGHS, 1950-1960

	Population April 1, 1960	1950	Decade Change Number	Decade Change Per Cent	Births	Deaths	Natural Increase	Net Migration 1950-1960
New York City	7,781,984	7,891,957	—109,973	—1.4	1,520,824	773,811	747,013	—856,986
White	6,052,959	6,889,766	—836,807	—12.9	1,081,578	679,647	401,931	—1,238,738
Nonwhite	1,116,451	755,885	+360,566	+47.7	270,284	82,219	188,065	+172,501
Puerto Rican	612,574	246,306	+366,268	+148.7	168,962	11,945	157,017	+209,251
The Bronx	1,424,815	1,451,277	—26,462	—1.8	264,214	135,115	129,099	—155,561
White	1,075,329	1,292,623	—217,294	—16.8	194,265	122,269	61,996	—279,290
Nonwhite	162,601	96,730	+65,871	+68.1	37,496	9,186	28,310	+37,561
Puerto Rican	186,885	61,924	+124,961	+201.8	42,453	3,660	38,793	+86,168
Brooklyn	2,627,319	2,738,175	—110,856	—4.0	543,460	259,105	284,335	—395,211
White	2,071,312	2,487,306	—415,994	—16.7	401,946	234,110	167,836	—583,830
Nonwhite	375,893	210,570	+165,323	+78.5	98,302	22,703	75,599	+89,724
Puerto Rican	180,114	40,299	+139,815	+346.9	43,212	2,292	40,920	+98,895
Manhattan	1,698,281	1,960,101	—261,820	—13.4	337,049	212,697	124,352	—386,172
White	1,058,589	1,431,895	—373,306	—26.1	154,205	164,419	—10,214	—363,092
Nonwhite	414,053	389,699	+24,354	+6.2	102,496	42,533	59,963	—35,609
Puerto Rican	225,639	138,507	+87,132	+62.9	80,348	5,745	74,603	+12,529
Queens	1,809,578	1,550,849	+258,729	+16.7	332,665	146,706	186,959	+71,770
White	1,638,389	1,492,666	+145,723	+9.8	301,081	139,371	161,710	—15,987
Nonwhite	153,757	53,347	+100,410	+188.2	29,819	7,115	22,704	+77,706
Puerto Rican	17,432	4,836	+12,596	+260.4	2,765	220	2,545	+10,051
Richmond	221,991	191,555	+30,436	+15.9	42,436	20,188	22,248	+8,188
White	209,340	185,276	+24,064	+13.0	40,081	19,478	20,603	+3,461
Nonwhite	10,147	5,539	+4,608	+83.2	2,171	682	1,489	+3,119
Puerto Rican	2,504	740	+1,764	+238.4	184	28	156	+1,608

Source: Department of City Planning Newsletter, Oct. 1962. Based on 1950 Census of Population, 1960 Census of Population and Department of Health data.

Table II

Ethnic Composition of School Register

Year	Puerto Rican		Negro		Others	
	No.	%	No.	%	No.	%
*1964-65	190,465	18.2	286,401	27.3	567,755	54.5
1963-64	179,223	17.1	267,344	25.6	598,987	57.3
1962-63	169,493	16.5	246,336	24.0	611,599	59.5
1961-62	162,235	16.1	228,592	22.8	613,438	61.1
1960-61	153,697	15.6	212,006	21.5	620,976	62.9
1959-60	146,432	15.0	197,517	20.2	633,582	64.8
1958-59	137,074	14.2	184,985	19.0	654,806	66.8

* Census taken January 15, 1965. For all other years, census taken October 31.

January 15, 1965

City-Wide	Number of Pupils				Per Cent of Total Register			
	Puerto Rican	Negro	Others	Total	Puerto Rican	Negro	Others	Total
Elementary	122,187	177,603	290,290	590,080	20.7	30.1	49.2	100.0
Junior High	39,472	58,942	112,344	210,758	18.7	28.0	53.3	100.0
Academic	17,613	36,185	144,926	198,724	8.9	18.2	72.9	100.0
Vocational	9,316	10,984	18,126	38,426	24.2	28.6	47.2	100.0
Special Schools	1,877	2,687	2,069	6,633	28.3	40.5	31.2	100.0
GRAND TOTAL	190,465	286,401	567,755	1,044,621	18.2	27.3	54.5	100.0

Table II (cont'd)

DISTRIBUTION OF PUPIL POPULATION

CITY-WIDE

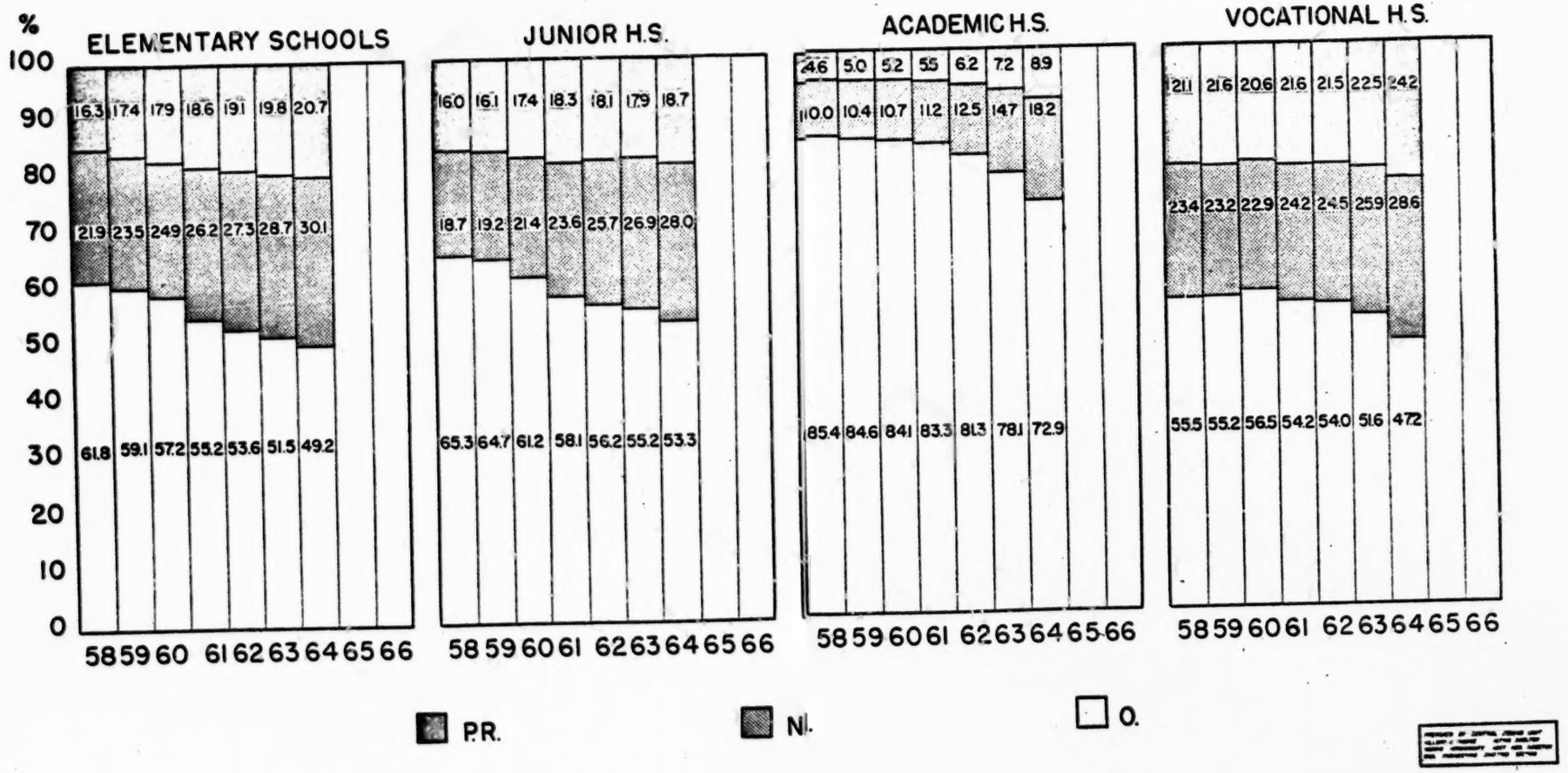


Table III (a)

CENTRAL ZONING UNIT

PERCENTAGES OF "X", "Y" AND MID-RANGE SCHOOLS
TO THE TOTAL NUMBER OF ELEMENTARY SCHOOLS
CITY-WIDE AND BOROUGH-WIDE

SCHOOL ORGANIZATIONS		NUMBER OF SCHOOLS 1960 - 1961		1963 - 1964		1964 - 1965	
CITY-WIDE	"X"	94/571	= 16.5%	134/581	= 23.1%	148/586	= 25.3
	"Y"	237/571	= 41.5%	186/581	= 32.0%	172/586	= 29.3%
	Mid-Range	240/571	= 42.0%	261/581	= 44.9%	266/586	= 45.4%
MANHATTAN	"X"	35/96	= 36.5%	37/96	= 38.5%	43/98	= 43.9%
	"Y"	6/96	= 6.2%	3/96	= 3.1%	1/98	= 1.0%
	Mid-Range	55/96	= 57.3%	56/96	= 58.3%	54/98	= 55.1%
BRONX	"X"	16/93	= 17.2%	30/100	= 30.0%	34/102	= 33.3%
	"Y"	23/93	= 24.7%	11/100	= 11.0%	7/102	= 6.9%
	Mid-Range	54/93	= 58.1%	59/100	= 59.0%	61/102	= 59.8%
BROOKLYN	"X"	32/192	= 16.7%	51/197	= 25.9%	57/197	= 28.9%
	"Y"	79/192	= 41.1%	65/197	= 33.0%	61/197	= 31.0%
	Mid-Range	81/192	= 42.2%	81/197	= 41.1%	79/197	= 40.1%
QUEENS	"X"	11/158	= 7.0%	16/156	= 10.3%	14/157	= 8.9%
	"Y"	107/158	= 67.7%	86/156	= 55.1%	81/157	= 51.6%
	Mid-Range	40/158	= 25.3%	54/156	= 34.6%	62/157	= 39.5%
RICHMOND	"X"	0/32	= 0.0%	0/32	= 0.0%	0/32	= 0.0%
	"Y"	22/32	= 68.8%	21/32	= 65.6%	22/32	= 68.7%
	Mid-Range	10/32	= 31.2%	11/32	= 34.4%	10/32	= 31.3%

Table III (b)

CENTRAL ZONING UNIT

PERCENTAGES OF "X", "Y" AND MID-RANGE SCHOOLS
TO THE NUMBER OF JUNIOR HIGH SCHOOLS
CITY-WIDE AND BOROUGH-WISE

SCHOOL ORGANIZATIONS		NUMBER OF SCHOOLS 1960-1961		1963-1964		1964-1965	
CITY-WIDE	- "X"	22/125	= 17.6%	31/136	= 22.8%	34/138	= 24.6%
	- "Y"	52/125	= 41.6	39/136	= 28.7%	37/138	= 26.8%
	Mid-Range	51/125	= 40.8%	66/136	= 48.5%	67/138	= 48.6%
MANHATTAN	- "X"	9/25	= 36.0%	10/24	= 41.7%	10/24	= 41.7%
	"Y"	0/25	= 0.0%	0/24	= 0.0%	0/24	= 0.0%
	Mid-Range	16/25	= 64.0%	14/24	= 58.3%	14/24	= 58.3%
BRONX	- "X"	4/27	= 14.8%	8/27	= 29.6%	10/27	= 37.1%
	"Y"	10/27	= 37.0%	3/27	= 11.1%	3/27	= 11.1%
	Mid-Range	13/27	= 48.2%	16/27	= 59.3%	14/27	= 51.8%
BROOKLYN	- "X"	6/44	= 13.6%	11/49	= 22.4%	13/51	= 25.5%
	"Y"	21/44	= 47.7%	15/49	= 30.6%	14/51	= 27.4%
	Mid-Range	17/44	= 38.7%	23/49	= 46.9%	24/51	= 47.1%
QUEENS	- "X"	3/28	= 10.7%	2/32	= 6.3%	1/32	= 3.1%
	"Y"	20/28	= 71.4%	18/32	= 56.2%	17/32	= 53.1%
	Mid-Range	5/28	= 17.9	12/32	= 37.5%	14/32	= 43.8%
RICHMOND	- "X"	0/1	= 0.0%	0/4	= 0.0%	0/4	= 0.0%
	"Y"	1/1	= 100.0%	3/4	= 75.0%	3/4	= 75.0%
	Mid-Range	0/1	= 0.0%	1/4	= 25.0%	1/4	= 25.0%

SH:adl

3/18/65

Table III (c)

CENTRAL ZONING UNIT

PERCENTAGES OF "X", "Y" AND MID-RANGE SCHOOLS
TO THE TOTAL OF ACADEMIC HIGH SCHOOLS
CITY-WIDE AND BOROUGH-WIDE

SCHOOL ORGANIZATIONS		NUMBER OF SCHOOLS 1960-1961	1963-1964	1964-1965
CITY-WIDE	- "X"	1/57 = 1.8%	2/57 = 3.5%	3/58 = 5.2%
	- "Y"	34/57 =59.6%	30/57 =52.6%	27/58 =46.5%
	Mid-Range	22/57 =38.6%	25/57 =43.9%	28/58 = 48.3%
MANHATTAN	- "X"	0/10 = 0.0%	1/10 = 10.0%	1/10 = 10.0%
	- "Y"	2/10 = 20.0%	2/10 = 20.0%	1/10 = 10.0%
	Mid-Range	8/10 = 80.0%	7/10 = 70.0%	8/10 = 80.0%
BRONX	- "X"	0/9 = 0.0%	0/9 = 0.0%	1/9 = 11.1%
	- "Y"	4/9 = 44.4	2/9 = 22.2%	2/9 = 22.2%
	Mid-Range	5/9 = 55.6%	7/9 = 77.8%	6/9 = 66.7%
BROOKLYN	- "X"	1/20 = 5.0%	1/20 = 5.0%	1/20 = 5.0%
	- "Y"	11/20 = 55.0%	11/20 = 55.0%	10/20 = 50.0%
	Mid-Range	8/20 = 40.0%	8/20 = 40.0%	9/20 = 45.0%
QUEENS	- "X"	0/14 = 0.0%	0/14 = 0.0%	0/15 = 0.0%
	- "Y"	13/14 = 92.9%	11/14 = 78.6%	10/15 = 66.7%
	Mid-Range	1/14 = 7.1%	3/14 = 21.4%	5/15 = 33.3%
RICHMOND	- "X"	0/4 = 0.0%	0/4 = 0.0%	0/4 = 0.0%
	- "Y"	4/4 =100.0%	4/4 = 100.0%	4/4 = 100.0%
	Mid-Range	0/4 = 0.0%	0/4 = 0.0%	0/4 = 0.0%

Table III (d)

CENTRAL ZONING UNIT

PERCENTAGES OF "X", "Y" AND MID-RANGE SCHOOLS
TO THE TOTAL NUMBER OF VOCATIONAL HIGH SCHOOLS
CITY-WIDE AND BOROUGH-WIDE

SCHOOL ORGANIZATIONS		NUMBER OF SCHOOLS 1960 - 61	1963 - 64	1964 - 65
CITY-WIDE	- "X"	1/29 = 3.4%	2/29 = 6.9%	2/29 = 6.9%
	"Y"	4/29 = 13.8%	4/29 = 13.8%	1/29 = 3.5%
	Mid-Range	24/29 = 82.8%	23/29 = 79.3%	26/29 = 89.6%
MANHATTAN	- "X"	0/10 = 0.0%	1/10 = 10.0%	1/10 = 10.0%
	"Y"	1/10 = 10.0%	1/10 = 10.0%	0/10 = 0.0%
	Mid-Range	9/10 = 90.0%	8/10 = 80.0%	9/10 = 90.0%
BRONX	- "X"	1/4 = 25.0%	1/4 = 25.0%	1/4 = 25.0%
	"Y"	0/4 = 0.0%	0/4 = 0.0%	0/4 = 0.0%
	Mid-Range	3/4 = 75.0%	3/4 = 75.0%	3/4 = 75.0%
BROOKLYN	- "X"	0/9 = 0.0%	0/9 = 0.0%	0/9 = 0.0%
	"Y"	1/9 = 11.1%	1/9 = 11.1%	1/9 = 11.1%
	Mid-Range	8/9 = 88.9%	8/9 = 88.9%	8/9 = 88.9%
QUEENS	- "X"	0/5 = 0.0%	0/5 = 0.0%	0/5 = 0.0%
	"Y"	1/5 = 20.0%	1/5 = 20.0%	0/5 = 0.0%
	Mid-Range	4/5 = 80.0%	4/5 = 80.0%	5/5 =100.0%
RICHMOND	- "X"	0/1 = 0.0%	0/1 = 0.0%	0/1 = 0.0%
	"Y"	1/1 =100.0%	1/1 =100.0%	1/1 =100.0%
	Mid-Range	0/1 =100.0%	0/1 = 0.0%	0/1 = 0.0%

Table IV
CENTRAL ZONING UNIT

Numbers and Percentages of Pupils of Various Backgrounds in X, Y, and Mid-Range (Integrated) Schools

CITY-WIDE

Year	NEGRO AND PUERTO RICAN PUPILS							"OTHER" PUPILS							Grand Total
	In "X" Schools		In "Y" Schools		In Mid-Range Schools		Total	In "X" Schools		In "Y" Schools		In Mid-Range Schools		Total	
	#	%	#	%	#	%		#	%	#	%	#	%		
1960	146,656.	40.5	13,503	3.7	201,706	55.8	361,865	6,516	1.1	396,602	64.1	215,601	34.8	618,719	980,584
1961	162,938	42.1	14,857	3.8	208,898	54.1	386,693	7,342	1.2	372,487	60.9	231,477	37.9	611,306	997,999
1962	184,066	44.7	15,422	3.8	212,280	51.5	411,768	8,791	1.4	355,185	58.3	245,498	40.3	609,474	1,021,242
1963	206,002	46.6	15,689	3.5	220,384	49.9	442,075	9,316	1.6	326,094	54.6	261,435	43.8	596,845	1,038,920
1964*	229,964	48.9	15,416	3.3	224,683	47.8	470,063	9,227	1.7	291,144	51.5	264,703	46.8	565,074	1,035,137

* As of 1-15-65

Explanation:

X Schools ——— Those that are predominantly Negro and/or Puerto Rican in enrollment: Elementary schools, 90% or more; junior and senior high schools, 85% or more.

Y Schools ——— Those that are predominantly white in enrollment. Elementary schools, 90% or more; junior and senior high schools, 85% or more.

Mid-Range Schools ——— Schools with ethnic distribution between the two extremes. These are schools that are better integrated.

Table V

8th YEAR PUPILS MOVED FROM PREDOMINANTLY NEGRO - P. R. JUNIOR HIGH SCHOOLS

TO NINTH YEAR IN BETTER INTEGRATED HIGH SCHOOLS

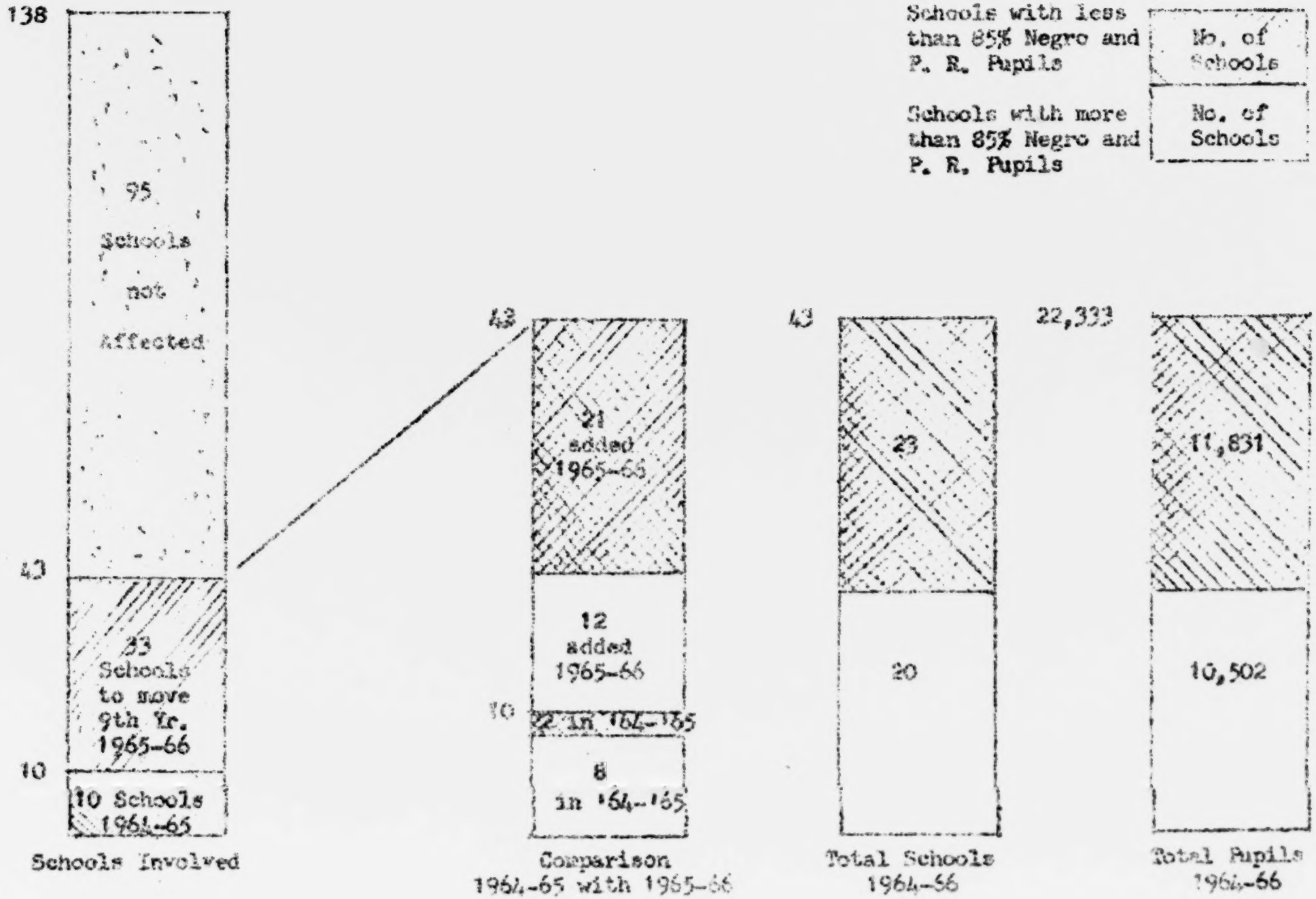
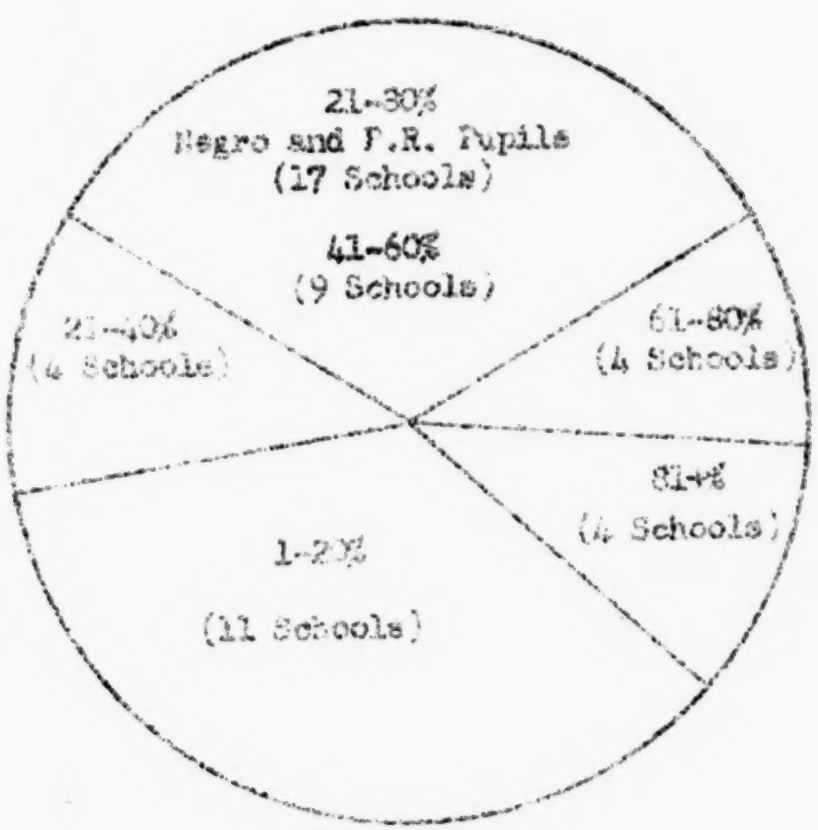


Table VI

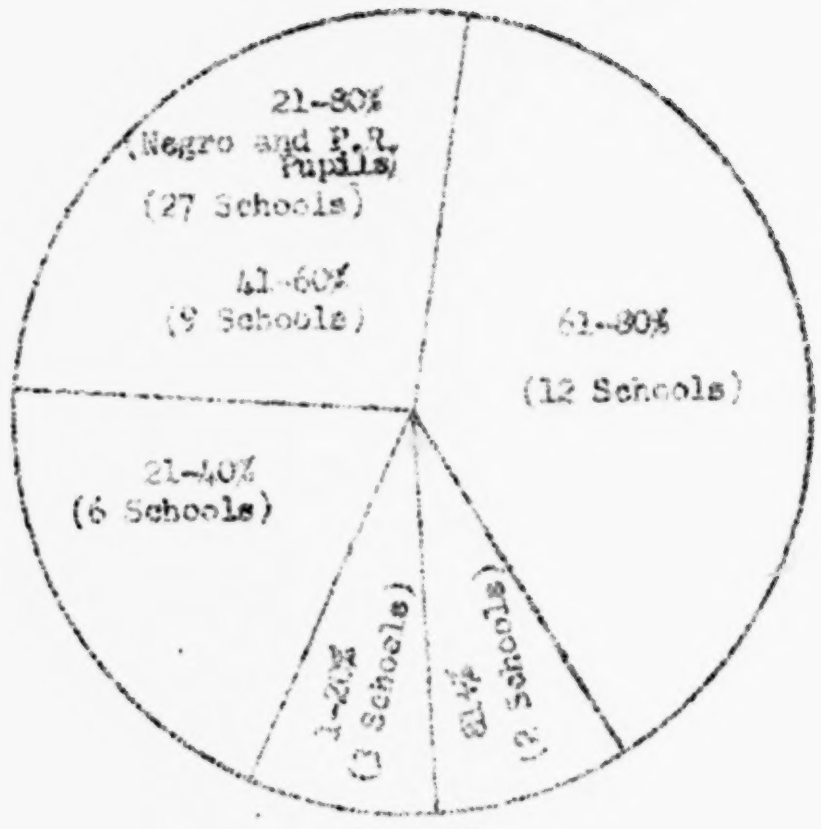
ETHNIC DISTRIBUTION OF THE NINTH GRADE

IN 32 ACADEMIC HIGH SCHOOLS

WITH 9th GRADE TRANSFERRED FROM JUNIOR HIGH SCHOOL



1964-1965



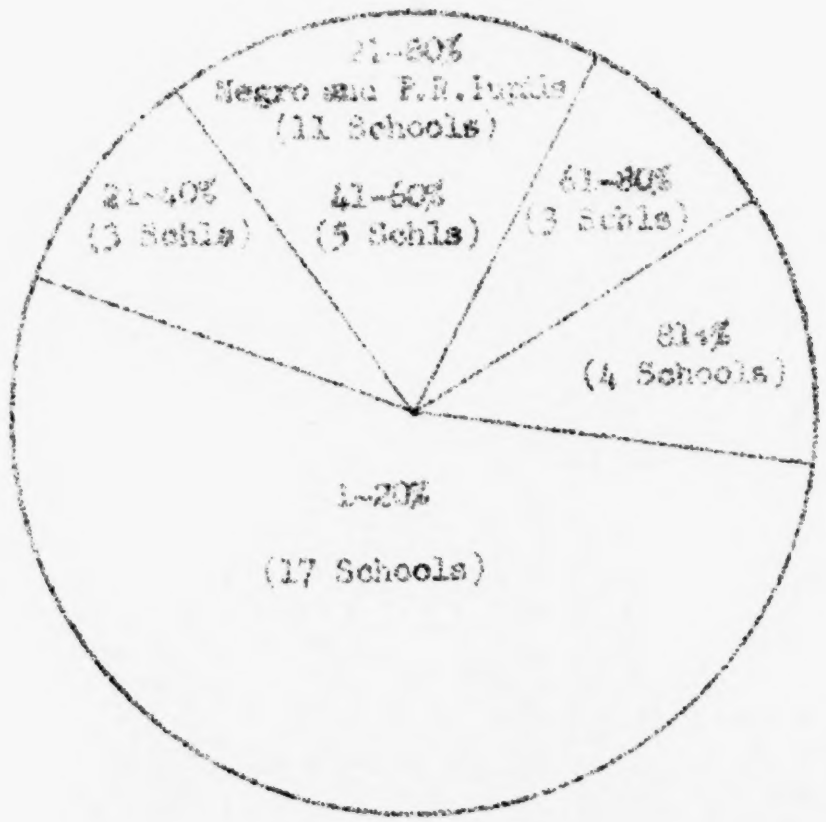
1965-1966

Table VII

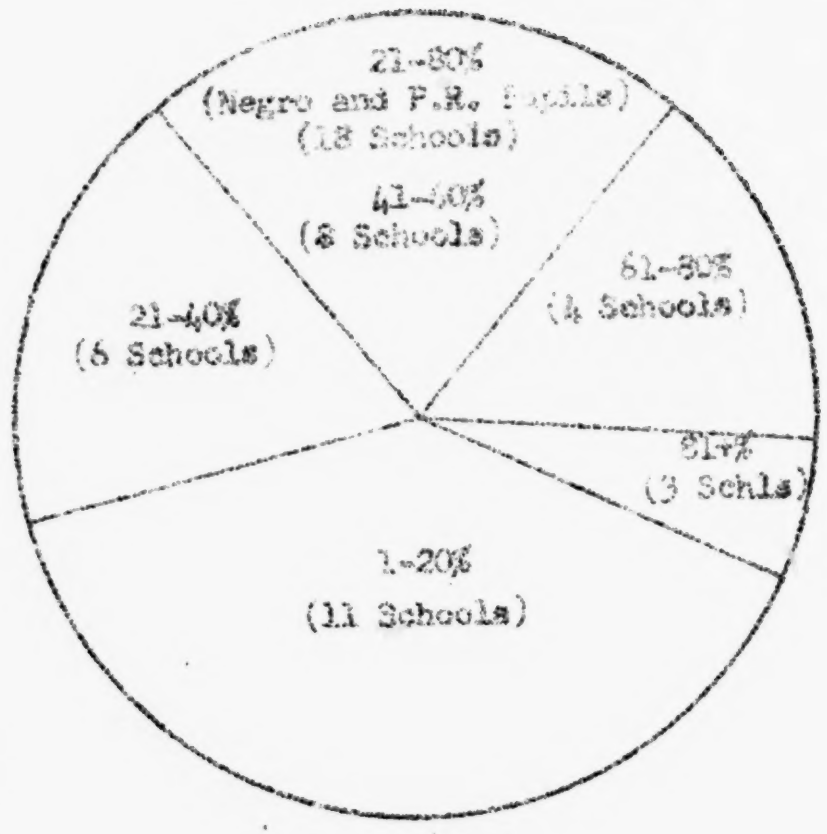
ETHNIC DISTRIBUTION OF OVER-ALL REGISTRATION

IN 32 ACADEMIC HIGH SCHOOLS

WITH 9th. GRADE TRANSFERRED FROM JUNIOR HIGH SCHOOLS



1964-1965



1965-1966